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ABSTRACT

This set of materials for a cultural writing curriculum for adult basic education students (5-8 grade level) consists of a teacher's guide and student manual (videotape and an audiocassette complete the set). The materials are intended to develop the adult learners' writing and reading competencies through their active involvement with the cultural heritage of their community, accomplished by conducting interviews with community members. The 11 lessons, or steps, are designated by the letters A through K and arranged so that each step builds upon knowledge attained through completing the preceding steps. The teacher's guide provides a supplemental reading list and the following materials for each lesson: lesson objectives, lesson overview, and suggested teaching ideas. The student manual provides informational materials and exercises that teach the students basic skills of Interviewing (Step A: Getting Started, Step B: Listening, Step C: Notetaking, and Step D: Taping) and of writing an organized, edited account of the interview (Step E: Transcribing, Step F: Organizing, Step G: Editing for Spelling, Step H: Editing for Vocabulary, and Step I: Editing for Usage). (YLB)

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Learning About People:



A Cultural Writing Experience

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To the Student

The purpose of these materials is to increase your writing and reading skills. The materials have been developed so that you are writing and reading about things that personally may interest you. After completing these materials you should feel more confident about your ability to write to someone in a clear style and to read to gain information about things you like. The materials have



been arranged in a step by step way and you should see your own writing and reading skills increase as you work through each step. Because you should be interested in the topics presented at each step, and in some cases choose the topic, you should have fun completing these materials.

Do you know someone in your family, in your neighborhood or in your community who has a special

talent? Perhaps you have talked to someone who knows how to find water underground or who makes guitars. Has anyone told you about a job that he once had which just doesn't seem to fit into modern society, like being an iceman or blacksmith. Maybe someone who lives near you still does things like people used to do in old-fashioned times like making homemade soap, weaving rugs on a loom, or telling stories to anyone who will listen.

People with special skills, unusual trades, or who hold on to old traditions are part of our heritage, or culture, that which has been handed down to us from the past. These people have interesting stories to tell and secrets to share that shouldn't be lost. You can be part of that cultural sharing and that is an important part of what these materials are all



about.

You will learn more about finding these special people, talking with them, asking them important questions, and listening to them. Step by step you will learn how to conduct an interview with someone, how to record what he/she has to say and how to write it down in a form that others can read. As you learn these things, you should also see that you have become a better listener, speaker, reader and writer.

Step A Getting Started

The best place to start is with yourself. Think of an experience you've had that is out of the ordinary, one that doesn't happen very often: an accident, an unusual trip, meeting a famous person, anything that you can think of. Imagine that experience for a few moments. Then, follow these directions:



First, write down everything you can remember about your experience. Don't worry about the words that you use or how you spell them. Take about 5 or 10 minutes to write this out.

Second, read what you have written and mark a **1** next to the part that tells how your experience began. Something happened next in your experience. Mark a **2** at the beginning of that part. Keep going with **3, 4** or as many numbers it takes until you come to the part that tells how your experience ended. Here is how one person, Luke, used numbers to mark the order of things that happened in his experience.

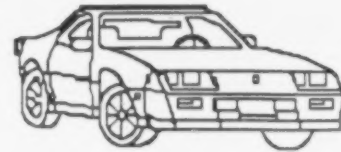
I'll never forget getting lost in the woods. 'About five years ago I was camping with some friends. 'I decided to go for a walk alone. 'I crossed a river and climbed two hills. 'It was a beautiful day out and I decided to just keep walking. 'Later I decided to return to my campsite. 'I remember standing on a hill trying to decide which way to go. I was completely lost. It was a very scary feeling to be lost. 'I walked in one direction for about an hour and then in the opposite direction for another hour. I was really feeling panicked by then. 'Finally I came to the road and walked up it until I came to my campsite.

As you can see Luke marked a **1** in front of the part which told how his experience began and continued to mark numbers until he came to the last part of the experience which he marked with an **8**.

Third, if you forgot to tell how your experience began or ended or if you left out something important that happened during your experience, just go to the end of your writing and write it now. Then draw an **arrow** to where it should go in your writing.

Luke left out one important part of his experience. Here's what he left out:

Then as I was walking I heard the sound of cars on a road.



This is how Luke used an arrow to put this part in its proper place. (Don't worry about the underlined sentences. They will be explained later.)

I'll never forget getting lost in the woods. 'About five years ago I was camping with some friends. 'I decided to go for a walk alone. 'I crossed a river and climbed two hills. 'It was a beautiful day out and I decided to just keep walking. 'Later I decided to return to my campsite. 'I remember standing on a hill trying to decide which way to go. I was completely lost. It was a very scary feeling to be lost. 'I walked in one direction for about an hour and then in the opposite direction for another hour. I was really feeling panicked by then. 'Finally I came to the road and walked up it until I came to my campsite.

Then as I was walking I heard the sound of cars on a road.

Fourth, you had certain feelings about your experience. Some of what happened to you made you feel happy, or sad, or surprised or angry. As you read what you have written underline any parts that tell about your feelings. Again, if you didn't write about your feelings, add that to the end of your writing and draw an arrow to where it should fit in. Look again at Luke's experience. He has underlined the parts that tell how he felt during it.

Again, if you didn't write about your feelings, just add that to the end of your writing and draw an arrow to where it should fit in.

Fifth, you are going to share what you have written with a partner.. Ask one of your friends to be your partner. Then, follow these directions:

Read. Read what you have written to your partner.

Ask. Ask your partner if there are any



parts of your experience that seem unclear to him/her. Write down what he/she tells you.

Ask. Ask your partner to tell you anything about your experience that he/she would like to know more about. Answer him/her and write down what you tell him/her.

Sixth, you are now going to write about your experience a second time. Again, don't worry about the words you use, which we call your vocabulary, or your spelling. Rewrite your experience in a clear way. Use the parts you added to your writing through drawing arrows and what your partner told you that you wrote down. Label this piece of writing **Experience 1** and save it for a future step.

Congratulations! You've taken the first step by interviewing yourself through writing and communicating with your partner. You've also learned how to take something you have written and make it clearer when you write it a second time. Writing is nothing more than helping the reader understand what you wish to say. With practice, writing will become easier and more enjoyable for you.

Step B

Listening

In this step you will begin to learn about interviewing a person. When you interview a person you are trying to find out some information from that person. You find out information by listening to what he/she has to say and by asking questions. Sometimes you need to ask only a few questions because the person has told you almost everything you want to know and you have listened very carefully to him/her. That's what you would like to have happen. Then you can concentrate on **listening** and remembering that information so that later you can write it down in a way that other people will be able to understand exactly what you learned.

In a future step, you will learn about taking notes and asking questions as you listen, but for now we'll address the **listening part of an interview**. Follow these directions:

First, ask a friend to be your partner. Then, ask your partner to tell you about some thing or item (or items) he/she owns and really likes. It might be a car, a piece of furniture, a collection, a painting, clothes, a house, or even something kept from childhood. It could be anything at all. Ask your partner to tell you all about this item (or items): what it looks like, what it is used for, where he/she got it, why he/she likes it, and anything else that he/she can think of about it.

Second, as your partner tells you about this item, listen carefully to what he/she says. Listen for information about the item and listen and watch so that you can decide what it is about this thing that makes it really special to your partner. Perhaps it is special because of where it came from, how it is used, its money value, or how long your partner has had it. As your partner talks, notice if he/she becomes a little more excited, or smiles more, in some parts of her talk than in others. This will help you decide what makes the object special to your partner.

Third, after your partner finishes talking, write down everything you can remember about the item. As before, don't worry now about your vocabulary or your spelling. Then, take a guess as to one or two things that you wrote down that make the object really special to your partner. Put

parentheses, (), around this part of your writing.

Fourth, read what you have written to your partner. Ask your partner if you left out anything that he/she told you. If so, write it down at the end of your writing. Then, tell your partner what you underlined. Were you right? Is what you put in parentheses the things that make the item special to your partner? If not, have your partner tell you what is special about it and write it down.



Fifth, using what you have written down, write the answers to these questions about the item:

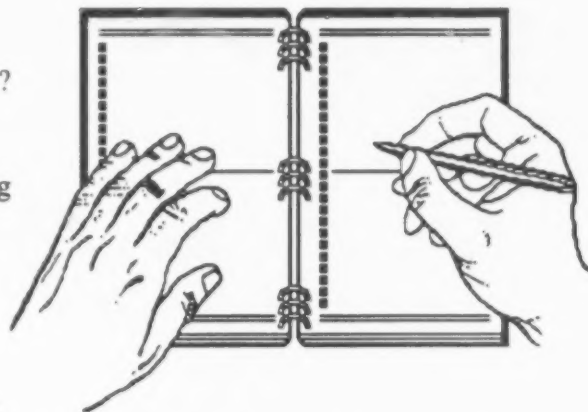
What is the item? What does it look like?

How is it used?

Where did it come from?

When did your partner get it? (How long has he/she had it?)

Why is it special to your partner?



Were you able to answer all these questions? A good listener finds out the **what**, **how**, **where**, **when** and **why** in information given to him/her. If you missed any of these questions you'll need to be more careful in listening. It just takes a little practice! Also, there are some things you can do to help you remember **what**, **how**, **where**, **when**, and **why**. That's the next step!

Step C

Taking Notes

As you listen to gain information from someone, you'll want to write down some notes to help you remember important things the person tells you. The important things are usually answers to the **what, how, where, when** and **why** questions. Memorize these five words:

what, how, where, when, why.

Now, in this step you are going to read about someone's hobby and take notes as you read. This will help you become more accustomed to listening for information that gives you the **what, how, where, when, and why**. Follow these directions:

First, On a piece of paper, write down these five words in a column like this:

what
how
where
when
why



As you write the words, leave a few inches of blank space between each word so you can write down some information as you read.

Second, you are going to read some information that a person named Jack wrote about his hobby. As you read, you will learn **what, how, where, when, and why** about Jack's hobby. As you read the information, write it down next to the five words. Here's what you need to know:

What: Find out what is Jack's hobby?

How: Find out how Jack uses his hobby?

Where: Find out where the hobby came from?

When: Find out when Jack began his hobby (and how long it has been his hobby).

Why: Find out why this hobby is special to Jack?

I began collecting baseball cards back in 1956 when I was only 10 years old. I loved to buy a nickel pack which contained six players and a piece of bubble gum. I collected them for about three years and then lost interest in baseball cards. I never threw my cards away though. I just put them in a box where they stayed until about 1985 when three of my children began buying baseball cards. I decided to look at my old cards. I found out that many of them are valuable. For example, I now know that I could sell my 1957 Mickey Mantle card for about \$150 or my 1956 Willie Mays card for about \$60. But I didn't sell them and I know I will not sell them.

I decided to make a hobby out of baseball card collecting. I now try to buy cards of some of my favorite players over the past thirty years. I put all my cards into notebooks where each card is protected in plastic pages. Now, I have about 1000 cards. I share these cards with my children and tell them stories about these players that I remember. Someday, I hope to share these cards with my grandchildren.

This hobby is catching, too! My children each have started their own collections of favorite players. I'll bet they won't sell their cards either. They have learned that it is fun to sit down and share what they have collected with another person. Baseball card collecting can bring people closer together.

Third, to see whether you wrote down the information that gave you **what, how, where, when, and why**, check what you wrote down by reading the answers that follow:

What: Jack's hobby is collecting baseball cards. He has about 1000 cards.

How: Jack likes to put his cards in notebooks, protected by plastic pages, and share them with his children.

Where: Jack first collected cards when he was a child and began again when three of his children started buying baseball cards.

When: Jack began collecting in 1956, stopped for almost 30 years and has been collecting since 1985.



Why: Baseball card collecting is special to Jack because he can collect cards of his favorite players and share stories about them with his children.

Did you miss any of these questions? If so, go back and reread the part you missed. You probably got down most of the information, though.

Fourth, when you are taking notes you won't have time to write long sentences. You'll need to take some short cuts by writing down important words which will help you remember the information so you can write about it in a way others will be able to understand. Here is the information you found out for **what**:

What: Jack's hobby is collecting baseball cards. He has about 1000 cards.

The important words are collecting baseball cards and 1000 cards. These are the notes that you write down, like this:

What: collects baseball cards
has 1000 cards

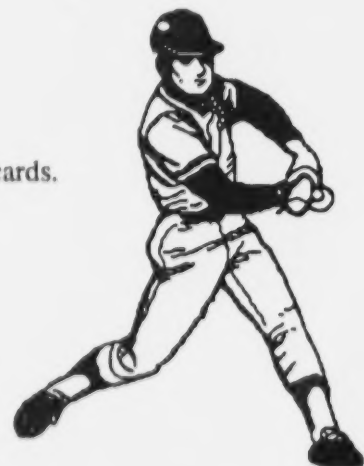
Now, write down the notes (important words) for the information you found for **how**, **where**, **when**, and **why**. To see whether you have written down good notes, check the answers that follow. But remember, you don't have to have the exact words in the answers:

How: puts cards in notebooks
protects with plastic pages
shares with children.

Where: collected as a child
began again when three of his children were buying cards.

When: began in 1956
stopped for almost 30 years
began again in 1985.

Why: can collect cards of his favorite players
can share stories about players with his children.



How did you do? Did you write down most of these notes? If not, reread the part you took your notes from and try again.

Fifth, if Jack were really talking to you about his hobby, you might want to know some other things that he didn't tell you. Write down at least three things you'd still like to know. For example, Jack stated that in 1956 he could buy a pack of cards for a nickel! You might want to know how much a pack costs now and if they still contain a piece of gum. In a real interview, you'll need to ask other questions to gain as much information as possible.

You've practiced finding answers to **what, how, where, when** and **why** by taking notes. You also know that you'll need to ask other questions to get the "full story." You will become quite good at doing this. It just takes practice. And, you can have some help in getting this information. You can use a tape recorder. In the next step you'll learn about this.

So, you need to get a tape recorder. You could use a small cassette recorder or a larger "boom box" tape recorder. The tape recorder should be easy to carry around with you. You might own one or know a friend who will let you borrow one. Try to get one for the next step. You also will need a cassette tape. Try to get a 60 or 90 minute tape. Most drug stores, supermarkets, and record stores sell them.

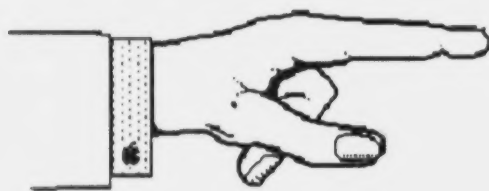
Step D Taping

So far you have learned that if you want to gain information from someone in an interview you'll need to write down good notes. But even with good notes, you still may forget some information that you'll wish to include when you write an account of the interview for others to read. A tape recorder will help you to remember important information. Let's start by taking a look at your tape recorder.

Most tape recorders have at least six operations: Find **play**, **record**, **rewind**, **fast forward**, **stop** and **eject**. On some machines **stop** and **eject** are combined: **stop/eject**. Some tape recorders have another operation called **pause**. Turn on your recorder and try these operations:

Eject: Push **eject**. An access door on your recorder should open. This allows you to put your tape in the recorder. Place your tape in the recorder and close the door.

Record: With some recorders, you need a microphone to record sound. The microphone just plugs into the recorder. If you have that kind, plug it in. With other recorders, you don't need a microphone. It's already built in the recorder. Now, push **record**. With some recorders you must push **record** and **play** at the same time. The tape should be going around. Be sure the volume(or loudness) is not off. Count aloud to twenty to test out the sound. Push **stop**.



Rewind: Push **rewind**. The tape should go back to where it started. Push **Stop**.

Play: Push **play**. The tape should go around and you should hear yourself counting to twenty. If not, reread these directions.

Fast forward: This allows the tape to move forward quickly. Push **fast forward** to test this function. Then, push **stop**. Now, push **rewind** to bring the tape back to the starting point.

Pause: (If your recorder does not have a pause function, skip this part). Push **play** and listen to yourself counting. When you hear yourself reach ten, push **pause**. The tape should

stop. Now, push **pause** again and the tape should begin playing again.

Does your tape recorder work? Another thing you'll want to know is how long your tape will play. Most tapes made today either play 60 minutes or 90 minutes. A 60 minute tape plays 30 minutes on each side. A 90 minute tape plays 45 minutes on each side. It is always wise to have a second tape with you when you are using your tape recorder.

You are going to interview someone you know well, using your tape recorder to help you remember information. You might choose a family member or a close friend to interview or anyone who is willing to talk with you. You will take your tape recorder home and record the person you choose as you gain information from him/her. Follow these directions as you conduct the interview:



First, think of the person you are going to interview.

Think what you know about this person that he/she will talk about. Perhaps this person would talk about his job, a hobby, a favorite recipe, something he or she made, a place he/she went to on vacation, an interesting event in his/her life, a memory from childhood, anything at all. Decide what you will ask this person to talk about.

Second, using your notebook, write **what, how,**

where, when, and why, leaving space between each word so you can write down notes. You will try to gain as much information as possible about whatever you get this person to talk about, using the

what, how, where, when, and why method you learned earlier.

Third, at home, ask the person to talk about what you have decided or perhaps the person has another thing he/she would like to talk about. Tell the person you will be using a tape recorder and taking notes to help you remember what he/she says. When the person is ready to talk, turn on the tape recorder and start writing down notes. Be sure to ask **what, how, where, when, and why** questions if you need to and ask other questions about things you would like to know more about. Save your notes and tape for the next step.

When you complete these three steps, you'll have also completed your first interview. Congratulations!



Step E Transcribing

Transcribing means to write down what you recorded on the tape during your interview. Actually, you do not want to write down everything on the tape. You only want to write down important things that you might have missed writing down when you took notes. Follow these directions;

First, read the notes you wrote down during the interview. See whether you gained complete **what, how, where, when** and **why** information. If you left out some information, write an **X** next to the part that you didn't find information for. For example, perhaps you didn't write down **when** information or don't think you have enough **when** information. You would mark an **X** next to **when** in your notebook.

Look closely at any other notes you wrote down besides **what, how, where, when**, and **why**. Is there any information that seems unclear to you. If so, mark an **X** at each unclear place.



Second, listen to the tape. Listen for information that you can write down at the end of your notes and using arrows, show which **X** the information goes to. Use the **stop** or **pause** operations to stop the tape while you write down the information. Don't worry if you haven't found information for every **x**.

Third, listen to the tape again. This time, write down any information that you think is important which you didn't write down notes on. Write down notes now as you listen to the tape and add them to the end of the notes you've already written. Use the **stop** or **pause** operations if you need to.

Fourth, now that you have notes from your interview, you need to organize them. This means that you are going to put your notes together in a way that makes it easy and interesting for others to read. For now, don't worry about your spelling or vocabulary. Look at your notes. Look

at the information you wrote down next to **what, how, where, when** and **why** and any information you added to your notes. All together, this information tells what you learned in the interview. Decide which of this information is the first thing that you want others to know about. Write that down in a way that you think others will understand easily. Mark a **1** in front of that point.

Now, decide what is the next information from your notes that you want others to know about. Write that down in a way that you think others will understand it easily and mark a **2** in front of it. Keep going in the same way, marking **3, 4, 5** and so on until you have written down all of the information that you want others to know about. Save this paper for the next step.

STEP F

Organizing

In this step you will learn more about organizing what you have written so that others who read it will understand it more easily. Follow these directions:

First, you are going to read some information that a person named Susan has written. Susan marked numbers next to each part of this information, just as you did in the last step. Here is what Susan wrote;

¹ I love going to football games. I like watching all kinds of football games whether they are professional, college, or high school games. ² My brother used to be an offensive lineman. He says that being an offensive lineman is the hardest job in football because the quarterback and running backs get all the glory, while the linemen do all the work. ³ My favorite game was watching Penn State defeat Notre Dame in 1977. In this game Penn State scored a touchdown on the last play of the game to win by five points. ⁴ The first game that I remember going to was in 1968. It was a high school game between Johnstown and Windber. I don't remember who won, but I do remember the excitement of the crowd, and the snow that started to fall in the fourth quarter. ⁵

I have attended college games at almost every college with a football program in Pennsylvania. I love seeing how excited the college students get when their team scores a touchdown. ⁶ I guess I'll always be a football fan. ⁷ Professional games seem more serious than college games. I like these games because I know I am watching the very best players in the world. I have seen every NFL team play except the Chargers and the Seahawks.



Second, although Susan has written interesting information, her writing needs to be organized so that it is easier for the reader to follow. To learn how organizing is done, answer the following questions about Susan's information and then follow the directions:

Question 1: What is the subject Susan has written about?

Answer 1: Did you say football? If so, you are only partially correct. Susan wrote about something that is special to her about football. She likes to go and watch football games. So, the exact, or specific, answer to the question is: Susan has written about liking to go to watch football

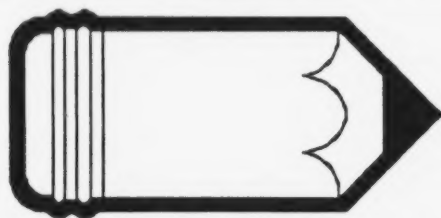
games. Take out a piece of paper and write down Susan's subject (Watching Football Games) in the middle of the top line of the paper. This is the title of the organized writing.

Question 2: Which part of her writing that she has numbered is not about the **title** (watching football games)? Reread her information to answer this question.

Answer 2: Did you answer part 6 (I guess I'll always be a football fan)? If so, you need to think what being a football fan means. It means liking to watch football games. So, part 6 really does fit in with her subject. Did you answer part 2 (My brother used to be an offensive lineman. He says that being an offensive lineman is the hardest job in football because the quarterback and running backs get all the glory, while the linemen do all the work)? Yes, that's it. This information doesn't have anything to do with Susan liking to watch football games. **Do not write this part down on your paper.**

Question 3: Which numbered part of Susan's writing is the best for a **beginning**?

Answer 3: Did you answer part 1 (I love going to football games. I like watching all kinds of football games whether they are professional, college, or high school games)? If so, good. Part 1 tells, or introduces, specifically what her subject is. **On your piece of paper, write down what Susan wrote for part 1 on the first line that follows the title.** This is the **beginning** of the organ-



ized writing.

Question 4: Which numbered part of Susan's writing is the best for an **ending**?

Answer 4: Did you answer part 6 (I guess I'll always be a football fan)? If so, very good. Part 6 is a good way for Susan to **end**, or conclude, her writing. **Write down this part at the bottom of your paper.** This is the **ending** of the organized writing.

You now have written down the **beginning** and the **end** of Susan's writing. It is time to organize the **middle** of her writing. In order to answer the last question, *question 5*, look at the **rest of the numbered parts of Susan's writing: parts 3, 4, 5, and 7.** This is what is left:

³ My favorite game was watching Penn State defeat Notre Dame in 1977. In this game Penn State scored a touchdown on the last play of the game to win by five points. ⁴ The first game that I remember going to was in 1968. It was a high school game between Johnstown and Windber. I

don't remember who won, but I do remember the excitement of the crowd, and the snow that started to fall in the fourth quarter. ⁵ I have attended college games at almost every college with a football program in Pennsylvania. I love seeing how excited the college students get when their team scores a touchdown. ⁷ Professional games seem more serious than college games. I like these games because I know I am watching the very best players in the world. I have seen every NFL team play except the Chargers and the Seahawks.



These parts are the **middle** of Susan's writing.

Question 5: Which of these parts should start the **middle** of Susan's writing?

Answer 5: Did you answer part 4 (* The first game that I remember going to was in 1968. It was a high school game between Johnstown and Windber. I don't remember who won, but I do remember the excitement of the crowd, and the snow that started to fall in the fourth quarter)? If so, you are right. This part tells about Susan's first game. It makes sense to start the

middle with that part. **Write this part down on your paper directly following what you wrote for the beginning of the organized writing.**

Question 6: What should be the order of the remaining parts of Susan's writing?

Answer 6: The correct order is:

Part 5 (I have attended college games at almost every college with a football program in Pennsylvania. I love seeing how excited the college students get when their team scores a touchdown), Part 3 (My favorite game was watching Penn State defeat Notre Dame in 1977. In this game Penn State scored a touchdown on the last play of the game to win by five points), then part 7 (Professional games seem more serious than college games. I like these games because I know I am watching the very best players in the world. I have seen every NFL team except the Chargers and the Seahawks).

With this order Susan tells about watching college games before telling about watching professional games. **Write down these parts of Susan's writing in this order (parts 5,3,7) following part 4. This is the middle of the organized writing. Then add the ending that you have already written at the bottom of your paper. Now, the way you have organized Susan's writing should look like this:**

Watching Football Games

¹ I love going to football games. I like watching all kinds of football games whether they are professional, college, or high school games. ⁴ The first game that I remember going to was in 1968. It was a high school game between Johnstown and Windber. I don't remember who won, but I do remember the excitement of the crowd, and the snow that started to fall in the fourth quarter. ⁵ I have attended college games at almost every college with a football program in Pennsylvania. I love seeing how excited the college students get when their team scores a touchdown. ³ My favorite game was watching Penn State defeat Notre Dame in 1977. In this game Penn State scored a touchdown on the last play of the game to win by five points. ⁷ Professional games seem more serious than college games. I like these games because I know I am watching the very best players in the world. I have seen every NFL team play except the Chargers and the Seahawks. ⁶ I guess I'll always be a football fan.

Third, you now are going to organize your writing in the same way you organized Susan's writing. Take out the information you wrote down in the last step. Remember, you numbered each part of this writing. You are going to answer the same six questions about your writing that you answered about Susan's writing in order to organize your writing:



Question 1: What is the subject of your writing? Answer this question and you now have a **title** for your organized writing. **Take out a piece of paper and write down the title in the middle of the top line.**

Question 2: Which parts of your writing are not about what you wrote for the title? When you find these parts **do not** write them down on your organized paper.

Question 3: Which part of your writing is the best for a beginning. Find this part and write it down on the line that follows the title of your organized paper.

Question 4: Which part of your writing is the best for an ending to your writing. Find this part and write it down on the bottom of your organized writing.

Question 5: Look at the rest of your writing. Which part is the best for the start of the middle of your organized paper. Find this part and write it down following what you wrote for the beginning of your organized writing.

Question 6: What should be the order of the rest of the parts of your writing. Write down each of the parts you chose following the start of the middle of your organized writing. Then, add the ending you have already written at the bottom of your organized writing.

Now you have organized your writing to make it easier for others to read. Each time you interview someone and transcribe information, you will want to rewrite it in an organized way for others to read. You will answer the same six questions and follow the same directions each time.

They are:

Question 1: What is the subject of your writing? Answer this question and you now have a title for your organized writing. Take out a piece of paper and write down the title in the middle of the top line.

Question 2: Which parts of your writing are not about what you wrote for the title? When you find these parts do not write them down on your organized paper.

Question 3: Which part of your writing is the best for a beginning? Find this part and write it down on the line that follows the title of your organized paper.

Question 4: Which part of your writing is the best for an ending to your writing? Find this part and write it down on the bottom of your organized writing.

Question 5: Look at the rest of your writing. Which part is the best for the start of the middle of your organized paper? Find this part and write it down following what you wrote for the beginning of your organized writing.

Question 6: What should be the order of the rest of the parts of your writing? Write down each of the parts you chose following the start of the middle of your organized writing. Then, add the ending you have already written at the bottom of your organized writing.

Fourth, take out the writing you did in Step A which you labeled Experience 1. Organize this writing by answering the six questions and following the same directions listed above. This will

give you some more practice in organizing your writing. Then save this organized piece of writing for the next steps.

STEP G

Editing for Spelling

As you have seen, there are several steps to interviewing and writing down what you learned in the interview in a way that is easy for others to read. So far, you have learned to write down important information and to rewrite it in an organized manner. To this point you have not worried about your spelling, your vocabulary or the way you put words together (which is called grammar). But an important part of writing so that others can read it easily is to choose words that mean what you want them to mean, to be sure you are spelling these words correctly, and to arrange them in a grammatically correct way. This is called **editing**. After you have organized your writing, you should **edit** it for **spelling**, **vocabulary**, and **usage**. The next two steps will help you learn how to edit for vocabulary use and usage. In this step you will learn how to **edit for spelling**. Follow these directions:



First, a dictionary is a useful and necessary tool in editing for spelling. In order to understand how to use a dictionary, you need to be familiar with two terms: **Entry Word** and **Key Words**.

Words in a dictionary are arranged alphabetically and each word is called an **entry word**. The entry word is written in **bold letters** so that it stands out and can be easily seen.

Each **entry word** is followed by its pronunciation, its grammatical function: verb(vb), noun(n), adjective(adj) adverb(adv), and its definition. Sometimes, synonyms (words that mean the same as the entry word) and other words from the same word family are given as well. Here is an **entry word** from a dictionary:

educate /ej u cat/ vb to provide with schooling. **Syn:** train, discipline, school, instruct —
educator n

In this example, the **key word** is **educate**. Its pronunciation is /ej u cat/. Its grammatical function is a verb(vb). There are four synonyms for educate: train, discipline, school, instruct. There is another word given from the same word family: educator

which is a noun(n).

Entry Words provide information about words that you use in writing. You should become familiar with how to find entry words.

Because **entry words** are arranged alphabetically in a dictionary, it is fairly easy to find most words that you are unsure how to spell. To help in locating **entry words**, on the top of each page of a dictionary are two words called **Key Words**. The **key words** tell you the first entry word and the last entry word on that page. All the entry words on the page must come alphabetically between the two **key words**.

As an example, let's say you are looking for the spelling of the word **cultural** and you are sure that the word starts with **cult**. You turn to the section of the dictionary with entry words beginning with the letter **c**. You look at the top of one page and find these two **key words**: **corner** and **corsage**. This means that **corner** is the first entry word on the page and **corsage** the last entry word. Because **cultural** begins with **cu**, which alphabetically comes after **corsage**, you keep turning pages until you come to **key words** beginning with **cu**.

A few pages later, you come to the key words: **crusade** and **cumbrous**. You know that **cu**(in **cultural**) comes after the **cr**(in **crusade**)and that the second **key word**(**cumbrous**) also starts with **cu**. Alphabetically the word you are looking for(**cultural**) begins with **cul** which comes before **cumbrous** which begins with **cum**. Now you know that **cultural** must be on this page because it comes between the two **key words**: **crusade** and **cumbrous**. So, you look down the page and, although you don't immediately find **cultural**, you do see the entry word **culture**. You look for other words in the same word family as culture and it is here you find **cultural**. Here is what the entry word **culture** looks like in the dictionary:

- undertaken with zeal — **crusade** *vb*
— **crusader** *n*
- cruse** \ˈkrüz, ˈkrɪs\ *n* : a jar for water or oil
- crush** \ˈkrəʃ\ *vb* 1 : to squeeze out of shape 2 : **HUO**, **PMBRACE** 3 : to grind or pound to small bits 4 : **OVERWHELM**, **SUPPRESS**
- crush** *n* 1 : an act of crushing 2 : a violent crowding 3 : **INFATUATION**
- crust** \ˈkrɒst\ *n* 1 : the outside part of bread; *also* : a piece of old dry bread 2 : the cover of a pie 3 : a hard surface layer — **crust-al** *adj* — **crusty** *adj*
- crustacean** \ˈkrʊs-ti-ʃən\ *n* : any of a large group of mostly aquatic arthropods (as lobsters or crabs) having a firm crustlike shell
- crutch** \ˈkrʊtʃ\ *n* : a supporting device; *esp* : a staff with a cross-piece at the top to fit under the armpit used by lame persons
- crux** \ˈkrʊks, ˈkrʊks\ *n* 1 : a puzzling or difficult problem 2 : a crucial point
- cruxel-rod** \ˈkrʊ-zəl-rɒd, -rʊ\ *n* — see **MONEY** table
- cry** \ˈkri\ *vb* 1 : to call out : **SHOUT** 2 : **WEEP** 3 : to proclaim publicly; *also* : to advertise wares by calling out
- cry** *n* 1 : a loud outcry 2 : **APPEAL**, **ENTRYPARY** 3 : a fit of weeping 4 : the characteristic sound uttered by an animal
- cry-baby** \-bā-bē\ *n* : one who cries easily or often
- crypt** \ˈkript\ *n* : a chamber wholly or partly underground
- cryptic** \ˈkrip-ɪk\ *adj* : **MYSTERIOUS**, **ENIGMATIC**
- cryptogram** \ˈkrip-tə-gram\ *n* : a writing in cipher or code
- cryptogram-ohy** \ˈkrip-tə-gram\ *n* : the deciphering and deciphering of messages in secret code — **cryptogram-ohy** *n*
- crystal** \ˈkris-tl\ *n* 1 : transparent quartz 2 : something resembling crystal (as in transparency); *esp* : a clear glass used for table articles 3 : a body that is formed by solidification of a substance and has a regular repeating arrangement of atoms and often of external plane faces (a snow ~) (a salt ~) 4 : the transparent cover of a watch dial — **crystal-line** \-təl-ɪn\ *adj*
- crystalize** \-tə-līz\ *vb* : to assume or cause to assume a crystalline structure or a fixed and definite shape — **crystal-lization** \ˈkris-təl-ɪ-zā-shən\ *n*
- cub** \ˈkʊb\ *n* : a young individual of some animals (as a fox, bear, or lion)
- cubby-hole** \ˈkʊb-ē, hōl\ *n* 1 : a snug or confined place (as for hiding) 2 : a small closet, cupboard, or compartment for storing things
- cube** \ˈkyʊb\ *n* 1 : a solid having 6 equal square sides 2 : the product obtained by taking a number 3 times as a factor (27 is the ~ of 3)
- cube** *vb* 1 : to raise to the third power (~ 3 to get 27) 2 : to form into a cube 3 : to cut into cubes
- cubic** \ˈkyʊ-bɪk\ *adj* 1 : having the form of a cube 2 : having three dimensions 3 : being the volume of a cube whose edge is a specified unit — **cubic** *adj*
- cubicle** \ˈkyʊ-bɪ-kəl\ *n* 1 : a sleeping compartment partitioned off from a
- large room 2 : a small partitioned space
- cubit** \ˈbʊt\ *n* : an ancient measure of length equal to about 18 inches
- cuck-old** \ˈkʊk-ɔld, ˈkʊk-\ *n* : a man whose wife is unfaithful
- cuck-oo** \ˈkʊk-ū, ˈkʊk-\ *n* : a European bird that lays its eggs in the nests of other birds for them to hatch
- cucum-ber** \ˈkyʊ-l-, ˈkʊm-bər\ *n* : a fleshy fruit related to the gourds and eaten as a vegetable
- cud** \ˈkʊd\ *n* : food brought up into the mouth by ruminating animals (as cows) from the first stomach to be chewed again
- cud-die** \ˈkʊd-ɪ\ *vb* : to lie close : **SNUG-GLY**
- cud-gel** \ˈkʊd-əl\ *n* : a short heavy club — **cudgel** *vb*
- cue** \ˈkyʊ\ *n* 1 : words or stage business serving as a signal for an entrance or for the next speaker to speak 2 : **HINT**
- cue** *n* : a tapered rod for striking the balls in billiards
- cuff** \ˈkʊf\ *n* 1 : a part (as of a sleeve or glove) encircling the wrist 2 : the folded hem of a trouser leg
- cuff** *vb* : to strike *esp*. with the open hand : **SLAP**
- cuff** *n* : a blow with the hand *esp*. when open
- cul-sine** \ˈkwɪ-ˈzɛn\ *n* : manner of cooking; *also* : the food so prepared
- cul-de-sac** \ˈkʊl-dɪ-ˈsæk\ *n*, *p* ˈkwɪs-dɛ-sæk \ˈkʊl(z)z-ə\ *also* **cul-de-sac** \ˈkʊl-dɪ-ˈsaks\ : a street or passage that ends at one end
- culinary** \ˈkʊl-ɪ-nər-ē, ˈkyʊ-\ *adj* : relating to cookery
- cull** \ˈkʊl\ *vb* : to pick out from a group : **CHOOSE**
- cull** *n* : something rejected from a group or lot as worthless or inferior
- cul-len-der** *var* of **COLANDER**
- cul-mi-nate** \ˈkʊl-mə-nāt\ *vb* : to form a summit : rise to the highest point — **cul-mi-nation** \ˈkʊl-mə-nā-shən\ *n*
- cul-pa-ble** \ˈkʊl-pə-bəl\ *adj* : deserving blame
- cul-prit** \ˈkʊl-prɪt\ *n* : one accused or guilty of a crime : **OFFENDER**
- cult** \ˈkʊlt\ *n* 1 : formal religious veneration 2 : a religious system; *also* : its adherents 3 : faddish devotion; *also* : a group of persons showing such devotion — **cult-ist** *n*
- cul-ti-vate** \ˈkʊl-tə-, vāt\ *vb* 1 : to prepare for the raising of crops 2 : to foster the growth of (~ vegetables) 3 : **REFINE**, **IMPROVE** 4 : **ENCOURAGE**, **FURTHER** — **cul-ti-va-ble** \-və-bəl\ *adj* — **cul-ti-vat-able** \-vāt-ə-bəl\ *adj* — **cul-ti-va-tion** \ˈkʊl-tə-, vā-shən\ *n* — **cul-ti-va-tor** \ˈkʊl-tə-, vāt-ər\ *n*
- cul-ture** \ˈkʊl-cher\ *n* 1 : **TELLAGE**, **CULTIVATION**; *also* : the growing of a particular crop (grape ~) 2 : the act of developing by education and training 3 : a stage of advancement in civilization — **cul-tur-al** *adj* — **cul-tur-al-ly** *adv* — **cul-tured** *adj*
- cul-vert** \ˈkʊl-vert\ *n* : a drain crossing under a road or railroad
- cum-ber** \ˈkʊm-bər\ *vb* : to weigh down : **HAMPER**, **BURDEN** — **cum-ber-some** *adj* — **cum-brous** \ˈkʊm-brɒs\ *adj*

about; * kitten; or further; a back; a bake; a cot; cart; ad out; ch chin;
less; a easy; a gift; a trip; a life; a joke; a sing; a flow; a flow; a cotin;
a thin; a this; a foot; a foot; y yet; yu few; yu furious; zh vision

culture /k l ch r/ n 1: the stage of advancement in civilization 2: the act of developing by education and training — **cultural** adj. —**culturally** adv —**cultured** adj.

The entry word is **culture**. Its pronunciation is /k l ch r/. Its grammatical function is a noun. There are two definitions given: 1. the stage of advancement in civilization and 2. the act of developing by education and training. There are three words from the same word family given: **cultural**, an adjective(adj), **culturally**, an adverb(adv), and **cultured**, an adjective(adj).

As you learn to use the dictionary for editing your spelling, you will find that **key words** and **entry words** make it easier for you to find the words you wish to check for spelling.

As you can see, a dictionary is a valuable resource in editing for spelling. There are many paperback pocket- size dictionaries that you can buy at book stores, department stores, or many drug stores. Buy one and use it as you edit for spelling.

Second, you are going to read some information written by a person named Jean. Jean has already organized it, but it is not edited. This is what Jean wrote:

My all-time favrite actor is Humphrey Bogart. Known as "Bogie," he was born in New York in 1899. At the age of one, his baby pichture was used by a baby food company on its label. Although, his parents wanted Humphrey to become a medical doctor, he got kicked out of high school and joined the Navy. When his tour of duty was over, he tried acting. It was fifteen years before he became famus in a role of a gangster in the movie, "The Petrified Forest." For the next twenty years, "Bogie" stared in many famus movies, usually as a tough-guy. He won an academy award for the movie "The African Queen." He married Lauren Bacall, who was twenty-five years younger than he, in 1945. Unfortunately, Bogart got cancer and died in 1957. His movies are still seen today all over the world.

Third, You are going to edit Jean's writing for **spelling**. Read this writing aloud and put a circle around all words you think might be misspelled or are hard words to spell. How many of these words did you circle: **favrite**, **acter**, **pichture**, **company**, **lable**, **medical**, **famus**, **gangster**, **Petrified**, **stared**, **famus**, **usually**, **academy**, **Unfortunately**, and **cancer**? Perhaps you have some other words circled as well. Look up all of the circled words in a dictionary to check for spelling. If the word is misspelled, write the correct spelling above it, like this:

favorite
favrite

Here are the correct spellings for all the misspelled words in Jean's writing:

favorite(favrite), **actor**(acter), **picture**(picture), **label**(lable), **starred**(stared) and **famous**(famus).

The only word you didn't find in the dictionary was **starred**. You had to look up the word **star** which showed **star**, **starred**, **starring**. This means that when **star** is used in the **ed** and **ing** forms, the **r** must be doubled. The other words are spelled correctly. If Jean were to rewrite this information, her words would be spelled correctly because you edited her writing for **spelling**.

Fourth, You are going to edit your writing for spelling in the same way you edited Jean's writing for spelling. Take out the interview information you organized in the last step. Put a circle around all words you think might be misspelled. Look up the circled words in a dictionary. If a word in your writing is misspelled, write the correct spelling above it. Save this writing for the next step.

Fifth, take out the piece of writing you organized in Step F, which you labeled Experience 1. Edit it for spelling by reading it aloud and circling all words you think might be misspelled and looking them up in a dictionary. Save this writing for the next step.

Sixth, keep the list that follows as a handy guide to use when you write and check for spelling. It is a list of words that many people have trouble spelling correctly:



absence	anticipate	business
abundance	anxiety	busses
accessible	apologize	calendar
accidentally	apology	candidate
acclaim	apparatus	career
accommodate	apparent	careless
accompanied	appearance	carrying
accomplish	applies	category
accumulate	applying	ceiling
accurately	appreciate	cemetery
accuses	approach	challenge
accustom	appropriate	changeable
achievement	approximately	character
acknowledgment	area	characteristic
acquaintance	argue	chief

acquire
acquitted
across
actuality
address
adequate
admit
adolescence
advantageous
advertisement
afraid
against
aggravate
aggressive
alleviate
allotted
allowed
all right
altar
already
altogether
always
amateur
among
amount
analysis
analyze
annual
continuous
control
controlled
convenience
convenient
coolly
courageous
course
courteous
criticism
criticize
cruelty
curiosity
curriculum
dealt
deceit
deceive
decision
definite

arguing
argument
arising
arrangement
article
artistically
ascend
assent
athlete
athletic
attendance
audience
authority
balance
basically
basis
beauty
becoming
before
beginning
belief
believe
beneficial
benefited
boundaries
breath
brilliant
Britain
disease
disgusted
dissatisfaction
dissatisfied
doesn't
dominant
due
during
ecstasy
efficiency
efficient
eighth
eliminate
embarrass
embarrassment
eminent
emphasize
endeavor
enforce

choose
chose
clothes
coarse
column
comfortable
comfortably
coming
commission
committed
committee
companies
competition
competitive
completely
comprehension
conceivable
conceive
concentrate
condemn
confident
confidential
conscience
conscientious
conscious
considerably
consistent
continually
foreign
forward
friend
fulfill
fundamentally
further
gaiety
generally
genius
government
governor
grammar
guaranteed
guidance
happily
happiness
height
heroes
heroine

definitely
definition
dependent
describe
description
desirability
desirable
despair
desperate
destruction
devastate
develop
development
device
difference
different
difficult
dilemma
dining
disappear
disappearance
disappoint
disastrous
discipline
interrupt
involve
irrelevant
irresistible
itself
jealous
knowledge
laboratory
laid
leisure
likelihood
literature
livelihood
loneliness
losing
magnificence
maintain
maintenance
manageable
manufacturer
marriage
mathematics
meant

enough
entertain
environment
equipped
erroneous
especially
etc.
exaggerate
excellent
exceptionally
exercise
exhaust
exhilarate
existence
experience
explanation
extraordinary
extremely
familiar
families
fascinate
finally
financial
financier
opinion
opponent
opportunity
optimism
original
paid
parallel
paralysis
paralyze
particularly
passed
past
peace
peculiar
perceive
perform
performance
permanent
persistent
persuade
pertain
phase
phenomenon

hindrance
hopeful
huge
humorous
hundred
hurriedly
hypocrisy
hypocrite
ignorant
imaginary
imagination
immediately
immensely
incidentally
indefinite
independent
indispensable
inevitable
influence
ingenious
intellectual
intelligence
interest
interpret
psychology
pursue
quantity
really
recommend
regard
relief
relieve
religion
repetition
representative
resource
response
rhythm
ridiculous
roommate
safety
satisfactorily
schedule
seize
sense
separate
sergeant

medieval
merely
mileage
miniature
minute
mischievous
muscle
mysterious
naive
necessarily
necessary
ninety
noticeable
obstacle
occasion
occasionally
occurred
occurrence
omit
operate
tragedy
transferred
tries
undoubtedly

philosophy
physical
piece
pleasant
possess
possession
possible
practical
precede
prejudice
prepare
prevalent
privilege
probably
procedure
proceed
professor
prominent
propaganda
prophecy
unnecessary
useful
using
various

shining
significance
similar
sincerely
sophomore
speech
sponsor
strength
stretch
strictly
subtle
succeed
successful
summarize
surprise
temperament
tendency
therefore
thorough
together
vengeance
villain
weird
writing

STEP H

Editing for Vocabulary

In the last step you learned how to edit your writing for spelling. In this step you will learn how to edit for **vocabulary**. It is important that you use words that mean exactly what you want them to mean. It is also important not to use the same words too often. Editing for vocabulary means checking to see that your writing is clear(using words that mean exactly what you want them to mean) and interesting(not using the same words too often).

First, you are going to read part of an account of an actual interview written by a person named Kevin. Kevin has organized it and edited for spelling, but not for vocabulary.

Driving on a country road from Meyersdale to Rockwood, in what is known as the "Amish Section," you may see a small wooden sign that reads "Bennie's Hickory Rockers: 1 1/2 miles." On the way, you will drive past some farms that look like they came straight from the seventeenth century. As you drive you will probably see some horse driven carriages moving both ways on the road. Soon you will drive up to a farm house with a mail-box that says Amos and Lewis Zook. In a small barn up from the house is Zook's Chair Shop.

On my visit to Zook's Chair Shop I talked with Lewis Zook. Lewis said to me that he and his brother Amos learned to make hickory rockers back in 1975. He said that when they made their first rocker, they disassembled it and numbered each part so they could remember how to assemble a rocker more sharply. He said the rockers were made of hickory and oak. He said they get the hickory from Bedford County. He said also that they must slice up the oak by themselves.

Second, you are going to edit Kevin's writing for vocabulary to see if it is clear. (Does Kevin use words that mean exactly what he wants them to mean?) Read his writing aloud and circle any words that you think might not mean exactly what Kevin wants them to mean. How many of these words did you circle? "a mailbox that **says**" (Mailboxes don't say anything, so Kevin can't mean that!), "a small barn **up from** the house"(Kevin hasn't been clear enough...Where exactly is the barn?), "how to assemble a rocker more **sharply**"(Kevin means something else, but he doesn't mean sharply),"They must **slice** up the oak by themselves"(Bread, not wood, is sliced. Kevin needs

to use a different word than sliced).

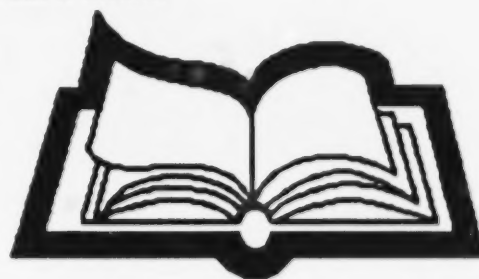
Each of these four words: **says**, **up from**, **sharply** and **slice** needs to be changed to make Kevin's vocabulary clear. There are three ways you can make vocabulary more clear.

The best way to change unclear vocabulary is just to **think of a clearer way to write what it means**. Think of how Kevin might change "a mailbox that says Amos and Lewis Zook." Kevin could write "a mailbox that has Amos and Lewis Zook's names printed on it," or "a mailbox with the names Amos and Lewis Zook on it." There are several ways to rewrite this so it is clearer.

A second way to change unclear vocabulary is to **think of a more specific, or definite, word for the unclear one**. Think of a more specific word that Kevin could use for "a small barn up from the house." Of course, Kevin was there so he probably remembers whether the barn was **next to**, or **behind**, or **in front of** the house. Kevin could choose one of these words which changes "up from" to a more clear and specific word.

Now, think of a clearer, or more specific way for Kevin to write what "how to assemble a rocker more **sharply**," means. Did you think of "**easily**" or "**effectively**," or "**quickly**." Each of these words is a clearer, more specific, way to write what it means.

A third way to make vocabulary clear is to use a book that is called a **thesaurus**(Thi-sore-us). A thesaurus is like a dictionary in that **entry words** are arranged alphabetically. A **thesaurus** gives other words that mean the same, or nearly the same, as the



entry word. Kevin wrote "They must **slice** up the oak by themselves." Kevin needs to use a word that means nearly the same as **slice**. Here are words that the thesaurus gives for the **entry word slice**:

slice, vb., shred, shave, pare, section, sever, cut, divide, whittle.

Which of these words do you think best fits the meaning of the sentence? Did you choose **cut** or **divide**? Either of these words is a clearer meaning for **slice**.

Like a dictionary, a thesaurus is an available resource for editing for vocabulary. Pocket-size thesauruses can be bought in book stores, department stores, and many drug stores.

Again, there are three ways to edit for vocabulary to make sure a word you use is clear. First, think of a clearer way to write what it means. Second, think of a more specific word to use for the unclear one. Third, use a thesaurus.

Editing for vocabulary also means checking to see that your writing is interesting (not using the same words too often).

First, read Kevin's writing aloud. This time, Kevin has edited for vocabulary by making the changes that made his writing more clear, but has not made vocabulary changes that will make his writing more interesting.

Driving on a country road from Meyersdale to Rockwood, in what is known as the "Amish Section," you may see a small wooden sign that reads "Bennie's Hickory Rockers: 1 1/2 miles." On the way, you will drive past some farms that look like they came straight from the seventeenth century. As you drive you will probably see some horse driven carriages moving both ways on the road. Soon you will drive up to a farm house with a mail-box with the names Amos and Lewis Zook on it.. In a small barn next to the house is Zook's Chair Shop.

On my visit to Zook's Chair Shop I talked with Lewis Zook. Lewis said to me that he and his brother Amos learned to make hickory rockers back in 1975. He said that when they made their first rocker, they disassembled it and numbered each part so they could remember how to assemble a rocker more effectively. He said the rockers were made of hickory and oak. He said they get the hickory from Bedford County. He said also that they must cut up the oak by themselves.

Third, you are going to edit Kevin's writing for vocabulary to see if it is interesting. (Does Kevin use the same words too often?) Read his writing aloud and circle any words that you think he uses too often. How many of these words did you circle? **drive** and **driving** (4 times in the first paragraph), **said** (5 times in the second paragraph) and **he** (4 times in the second paragraph). Using a word that many times makes the writing less interesting. Kevin needs to use some other words for these three words to make his writing more interesting.

A thesaurus will help with thinking of some other words for **drive**. Here are the words the

thesaurus gives for the **entry word drive**:

drive, vb., ride, motor, travel, tour, guide, pilot.

Which of these words fits the meaning of driving a car? Certainly not **pilot**, or **guide**. Kevin probably wouldn't use the old-fashioned word **motor** either. Nor would Kevin want to use **tour** as he is not out for a sightseeing trip, but to arrive at a particular destination. That leaves Kevin with **ride** and **travel**. Reread the first paragraph aloud and substitute these words for **drive**. Kevin could choose any combination of the three words drive, ride and travel to make his writing more interesting. This is how he rewrote the first paragraph (I've underlined the changes Kevin made):

Driving on a country road from Meyersdale to Rockwood, in what is known as the "Amish Section," you may see a small wooden sign that reads "Bennie's Hickory Rockers: 1 1/2 miles." On the way, you will ride past some farms that look like they came straight from the seventeenth century. As you travel you will probably see some horse driven carriages moving both ways on the road. Soon you will drive up to a farm house with a mailbox with the names Amos and Lewis Zook on it.. In a small barn next to the house is Zook's Chair Shop.

As you can see, Kevin substituted both **ride** and **travel** for **drive**. Now, he has used **driving** once, **drive** once, **ride** once and **travel** once. His writing is more interesting.

A thesaurus will also help Kevin choose words to substitute for **said** which he used five times in the second paragraph. In order to find **said** in the thesaurus, Kevin must look for the **entry word say** because **said** is the past form of **say**. Dictionaries and thesauruses always use the present forms, not the past forms of verbs for **entry words**. Here are the entry words for say:

say, vb. speak, utter, explain, tell, remark, express, declare.

Now all of these words are in the present form. Kevin will have to change them to the past form when he substitutes them for **said**. For example, he would change **speak** to **spoke** and **utter** to **uttered**. Reread Kevin's second paragraph aloud and substitute some of these words that sound more interesting than **said**. It is fine to use **said**, but not five times in the same paragraph. Any number of words could be substituted. Here is how Kevin rewrote the second paragraph (I've underlined the changes he made):

On my visit to Zook's Chair Shop I talked with Lewis Zook. Lewis told me that he and his brother Amos learned to make hickory rockers back in 1975. He remarked that when they made their first rocker, they disassembled it and numbered each part so they could remember how to assemble a rocker more effectively. He said the rockers were made of hickory and oak. He told me that they get the hickory from Bedford County. He explained also that they must cut up the oak by themselves.

Kevin also used the word **he** four times in the second paragraph. The word **he** is a pronoun. Pronouns take the place of nouns in speaking and writing. In Kevin's writing, **he** takes the place of the noun **Lewis**. To make his writing more interesting, Kevin shouldn't use **he** too often. So, Kevin rewrote the second paragraph replacing **he** with **Lewis** two times. This is how Kevin rewrote his second paragraph. (Again, I've underlined Kevin's changes):

On my visit to Zook's Chair Shop I talked with Lewis Zook. Lewis told me that he and his brother Amos learned to make hickory rockers back in 1975. He remarked that when they made their first rocker, they disassembled it and numbered each part so they could remember how to assemble a rocker more effectively. Lewis said the rockers were made of hickory and oak. He told me that they get the hickory from Bedford County. Lewis explained also that they must cut up the oak by themselves.

Kevin's writing is now **edited for vocabulary**. His writing is more clear and more interesting. With practice it will become easier for you to edit your writing for vocabulary by making it more clear and more interesting. Remember, making your vocabulary more clear means using words that mean exactly what you want them to mean. Making your vocabulary more interesting means not using the same word too often.

Fourth, you are going to edit your writing for vocabulary in the same way you edited Kevin's writing for vocabulary. Take out the interview information you organized in the last step. Put a circle around all words you think might be unclear and words you used too often. Replace these words with clearer and more interesting words. Use a thesaurus to help you. Save this writing

for the next step.

Fifth, take out the piece of writing you edited for spelling in Step G, which you labeled Experience 1. Edit it for vocabulary by reading it aloud and circling all words you think might be unclear and words you used too often. Replace these words with clearer and more interesting words. Save this writing for the next step.



STEP I

Editing for Usage

In the last two steps you learned how to edit your writing for spelling and vocabulary. In this step you will learn how to **edit for usage**. This means that the words you **use** will be arranged in a grammatically acceptable, or standard, way. For example, suppose you see a dog biting a man on his leg and you want to write what happened in a grammatically acceptable way. Would you write it like this?

A man bit a dog's leg.

Certainly you would not, because this sentence makes it sound as if the man bit the dog.

Editing for usage is a way for you to be sure that others will read your exact meaning.

Editing for usage also means that you **use** the same forms as everyone else as you write. These forms include capital letters(**C**), periods(.), question marks(?), apostrophes('), quotation marks(" "), and commas(,).

Follow these directions:

First, read the usage rules that follow and rewrite the practice sentences on another sheet of paper as you follow each **usage rule**.

USAGE RULE 1: Capital Letters: **C**

a. **Every sentence begins with a capital letter.**

(That dog bit the man.)

b. **Names of people, places and things begin with capital letters.**

(That dog named Rover bit the man in Chicago.)

Practice sentence (Rewrite on another sheet of paper and follow usage rule 1):

five men named john work for the ajax delivery company.

USAGE RULE 2: Periods:

- a. Every sentence that is not a question ends with a period.

(The dog bit the man.)

- b. Abbreviations end with a period.

(Mr. Jones was bitten by the dog on Main St.)

Practice sentence (Follow Usage rules 1 and 2):

the little office on the corner belongs to dr jackson

USAGE RULE 3: Question Marks:

?

- a. Every sentence that asks a question ends with a question mark.

(Did the dog bite the man?)

Practice sentence (Follow usage rules 1,2, and 3):

does your neighbor work for the electric co now

USAGE RULE 4: Apostrophes:

'

- a. An apostrophe is used with all contractions.

(Don't is the contraction for do not; wasn't is the contraction for was not; aren't is the contraction for are not.)

- b. An apostrophe is used with an s to show possession, or ownership.

(To show that a dog belongs to Mr. Smith, you would write Mr. Smith's dog. To show that a house belonged to Dr. Jones, you would write Dr. Jones's house)

Practice sentence (Follow usage rules 1,2,3, and 4):

the mans horse wasnt in his stable

USAGE RULE 5: Quotation Marks:

“ ”

- a. Quotation marks are placed before and after a phrase spoken by someone.

(Mr. Jones said, "That dog bit me in the leg.")

Practice sentence (Follow usage rules 1,2,3,4, and 5):

my wifes brother asked her wouldn't you like to go dancing, dear

USAGE RULE 6 Commas: ,

a. **Commas are used to separate parts of long sentences.**

(The dog bit Mr. Jones, but Mr. Jones wasn't hurt badly).

b **A comma is placed in front of a quotation mark.** (Mr.Jones said, "I don't like dogs," but added, "I do like cats.")

c. **Commas are used to separate words in a series.** (In his lifetime, Mr. Jones has been bitten by dogs, fleas, horses and children)

Practice sentence (Follow usage rules 1,2,3,4,5, and 6):

mrs williams doesnt like to cook sew or launder but she loves to go dancing

Second, you are going to edit your writing for usage by following the same six usage rules that you used for the practice sentences. Take out the interview information you edited for vocabulary in the last step. Rewrite it by following the six usage rules you just learned.

Third, now,rewrite your writing labeled Experience 1 that you **edited for vocabulary** in the last step. Use these six usage rules as you **edit for usage**.

In the last three steps you have learned how to edit your writing. You learned how to edit for spelling, for vocabulary and for usage. You are now ready to move forward to an actual interview.

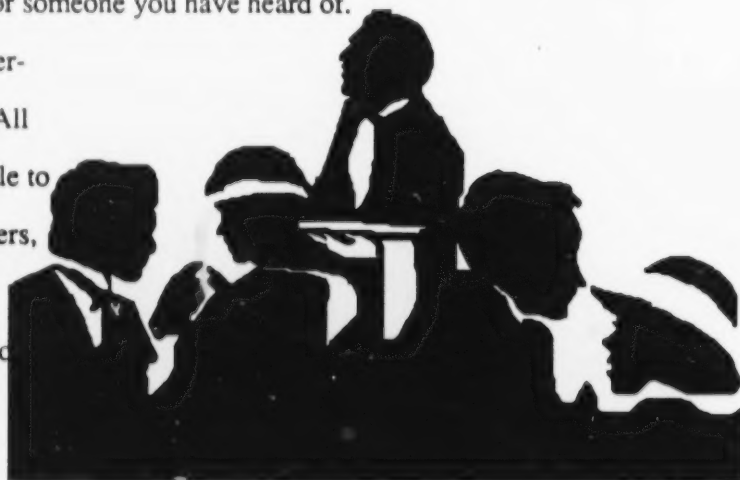
STEP J

Getting Ready for the Interview

In this step you will get ready for an actual interview by choosing someone you would like to interview, and by locating information that will give you more knowledge about that person's special skills.

Choosing a person to interview means finding someone who has a special skill or talent or who lived many years ago when life was much different than in modern times. You want to choose someone who is unique, or different, in some special way. Perhaps you have already decided on such a person: a relative or a friend or someone you have heard of.

Most people are very happy to be interviewed about their special abilities. All you have to do is ask! Unique people to interview include artists, broom makers, spinners and weavers, chair makers, candy makers, beekeepers, leather and jewelry craftsmen. Following is a list of occupations which will give



you an idea of the many types of people you can interview:

Art Teacher
Sculptor
Deaf Interpreter
Puppeteer
Comedian
Narrator
Engraver
Etcher
Lithographic Plate Maker
Printer
Tattoo Artist
Makeup Artist
Model Maker
Custom Bow Maker
Clay Modeler

Stained Glass Artist
Fashion Artist
Actor
Ventriloquist
Impersonator
Announcer
Sketch Maker
Glass Decorator
Die Maker
Silk Screen Cutter
Jeweler
Body Makeup Artist
Silversmith
Bead Maker
Mosaic Worker

Silhouette Artist
Printmaker
Magician
Clown
Mime
Disk Jockey
Photographer
Photoengraver
Milk Sampler
Stencil Cutter
Wig Dresser
Costumer
Mold Maker
Glass Bender
Leather Stamper

Fur Blender
 Taxidermist
 Painter
 Front End Mechanic
 Smoking Pipe Repairer
 Toy Electric Train Repairer
 Cooper
 Chimney Repairer
 Roustabout
 Bicycle Repairer
 Parachute Repairer
 Horse Exerciser
 Hoof & Shoe Inspector
 Aquarist
 Animal Keeper
 Animal-Ride Attendant
 Farmworker
 Machine Milker
 Cotton Baler
 Forest Worker
 Underwater Hunter Trapper
 Orchid Transplanter
 Dog Catcher
 Fowl Blood Tester

Milliner
 Stone Carver
 Railroad Car Letterer
 Custom Ski Maker
 Radio Repairer
 Sports Equip. Repairer
 Boat Rigger
 Scuba Diver
 Diver
 Parking Meter Servicer
 Racehorse Trainer
 Animal Ride Manager
 Dog Bather
 Animal Caretaker
 Horseshoer
 Stable Attendant
 Cowpuncher
 Sheep Herder
 Christmas Tree Farm Worker
 Fish Hatchery Worker
 Flower Picker
 Greenskeeper
 Mosquito Sprayer
 Teamster

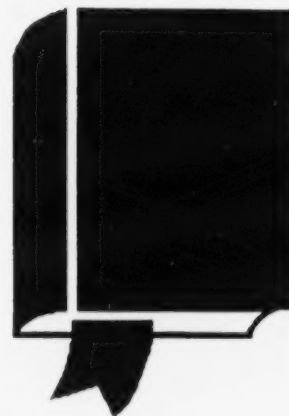
Patternmaker
 Model Maker
 Umbrella Repairer
 Sandblaster
 Golf Club Repairer
 Cemetery Worker
 Boat Outfitter
 Net Repairer
 Ride Operator
 Doll Repairer
 Animal Trainer
 Horse Trainer
 Animal Trapper
 Head Animal Keeper
 Dog Groomer
 Worm Packer
 Sheep Shearer
 Chick Grader
 Soft Crab Shedder
 Bird Trapper
 Clam Sorter

Once you have chosen an individual you would like to interview, you will need to phone him or her to set up a time for the interview. Explain to the person that you are a member of a class that is conducting interviews with people with special skills and knowledge. Tell the person that you will be using a tape recorder to help you remember details of the interview. And be sure to tell the person that you will be writing down what you learned in the interview for others to read.



Once the person has given you permission to interview, you may want to find out more information about the person's special skill. For example, if you are going to interview a person who spins flax, you might like to know more about the topic of spinning flax before you conduct the interview.

One of the best sources for finding such information is an encyclopedia. You can find several encyclopedia sets in the reference section of your local library. The information in an encyclopedia set is arranged alphabetically so it is easy to find exactly what you are looking for. For example if you are interested in spinning flax, you might look in an encyclopedia under the heading flax or spinning.



Your local library may even have a book written about the topic you want. Just ask the librarian to help you use the library's card catalogue to find if there are any books written on the topic. The librarian's job is to help people find information on topics they are interested in.

Reading about the topic before you conduct the interview will help you better understand what the person will be telling you. If you can't find information, don't worry. You can still conduct a good interview.

Now, you are ready to interview someone. That's the next and final step in these materials.

STEP K

The Interview

You have worked well through the steps of these materials. You have now arranged to interview someone with a special skill or knowledge and hopefully you went to the library and found more information on the that skill or knowledge. There is really only one thing left to do and that is to interview the person and write an account of the interview.

In this step you will review the steps that you have already completed in order to help you remember what conducting a good interview means. You might want to review the steps more completely on your own.



The steps which taught you how to get information from the person you interview are:

Step B (Listening),

Step C (Taking Notes), and

Step D (Taping) are what you do during the interview itself.

You will be taping the interview (**Step D**), while you listen (**Step B**), and take notes (**Step C**). You will be finding answers to the five questions: **what, how, where, when** and **why**. Before you conduct the interview be sure you know how to use the tape recorder. If you have forgotten, review **Step D** (Taping).

Following the interview, you will need to write down the information in a form others can read easily. The steps which taught you how to do that are:

Step E (Transcribing),

Step F (Organizing),

Step G (Editing for Spelling),

Step H (Editing for Vocabulary), and

Step I (Editing for usage).

You will be transcribing the information you got from the interview (**Step E**) by making sure you have answered the five questions: **what, how, where, when** and **why**. Then you will be organizing this information (**Step F**) by answering the six questions you learned in **Step F**: 1) What is the subject of your writing? 2) Which parts of your writing are not about what you wrote for a title? 3) Which part of your writing is the best for a beginning? 4) Which part of your writing is best for the ending to your writing? 5) Which part is the best for the start of the middle of your organized paper? and 6) What should be the order of the rest of the parts of your writing?

Once you have organized your writing, you will write it down one more time in which you edit for spelling (**Step G**), vocabulary (**Step H**), and usage (**Step I**). Now you will have a finished account of the interview which others will find easy to read.

We can put these steps in a way that are easy to follow by writing them in this manner:

Conduct the Interview:

Listen, Take notes, and Tape. (What, how, where, when, why.)

Write an account of the Interview:

Transcribe, Organize, and Edit(for spelling, vocabulary, and usage).

Following is a sample of a completed account of an interview. Read it to get an idea of what your account might look like:

Is it Creativity, Talent, or Just
Knowing What Feels Right?

A Johnstown man denies having a talent for working with wood, yet creates beautiful and unique walking sticks.

Millard Mahla began making walking sticks several years ago: "In clearing out a portion of the yard, there was a locust chute and when I pulled it out rather than cutting it down, the root

portion of it suggested that it might be a handle." So he put it in his basement to work on later. "We were walking a dog late one afternoon over near the school and a young boy came the other way with another dog. When they came up to us, his dog lunged at ours and the only way I could get them apart was with my hands and I decided from then on I was going to have a stick with me rather than me sticking my hand in there and taking a chance on being bitten." After that, Millard went home and brought out the locust shoot he had found earlier and began shaping it into a beautiful and useful walking stick.

Millard claims that he does not have a talent, that he just had a need for a walking stick and kept working with it until it felt right. Now he keeps his eyes open for wood that might make a good walking stick. "Once you find something that is fairly straight and has a conformation that you can work into a hand hold, you use just about any material that is available: cherry, mountain ash, locust, etc. When I start to work on an individual stick, I'll cut that stick to the shape I want. Then I'll take it out when I walk the dog and each time I take it out I'll come back and work on it." Millard uses primarily a wood rasp and sandpaper. He finishes it with 8-10 applications of tung oil. Sometimes he even remakes them if they are not what he considers perfect.

Recently Millard decided he wanted to mark his sticks so in future years they can be identified by his family and friends. He now signs and dates each stick and labels them "Alpha Kind" meaning one of a kind.

How can you get an "Alpha Kind" walking stick? Well, you must first of all have a need for one and secondly, you must know Millard Mahla! He does not sell his sticks because they are worth far more than he could ever charge. So Millard gives the sticks to people that he knows will use them. "I'm not keen on giving someone a stick just to give it away. If they aren't going to use it, I don't want to spend the time making it for them to hang on the wall." Anyone who sees one of Millard's walking sticks can understand why he feels the way he does. And as far as Millard's talent is concerned, whether he admits it or not, he is extremely creative and talented. He knows what looks best and indeed what feels right! Don't be so modest Millard!!

By following the steps in these materials you have improved your reading and writing skills.
You have also helped share with others some of the information that is part of their culture. Congratulations on a job well done!



TEACHER'S GUIDE

for

**Learning About People:
A Cultural
Writing Experience**

The materials are the result of an adult education project which was supported in whole or in part by the United States Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Department of Education or the Pennsylvania Department of Education and no official endorsement should be inferred.

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Dr. Robert W. Zellers, Executive Director
313 Gardner Street
Johnstown, PA 15905

Project Director: Dr. Robert W. Zellers
Education Division
University of Pittsburgh at Johnstown
Johnstown, PA 15904

Materials may be
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The Adult Education Clearinghouse
PDE Resource Center
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-333

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To the Teacher

The purpose of these materials is to provide a cultural writing curriculum for ABE students (5-8 grade level). These materials are intended to develop the adult learners' writing and reading competencies through their active involvement with the cultural heritage of their community. The curriculum content is structured so that learning tasks are accomplished in a step-by-step format that is meant to assure success for the learner.

The nature of the step-by-step format moves the learner from content which deals with himself/herself to a point where he/she feels free to interact with people in the community at-large. As students complete each step, they will find that their writing abilities are growing more powerful; a strong motivation for continued development. The content itself is meant to be of such interest to adult learners that their desire to continue working through each step is maintained at a high level.

Specifically, the complete set of materials for the *Cultural Writing Curriculum* includes a student textbook, a teacher's edition, a video tape and an audio cassette. There are eleven lessons, or steps, designated by the letters A through K, arranged so that each step builds upon knowledge attained through completing the preceding steps. The teacher's edition addresses the content which is in the student text and an accompanying teacher's page which states lesson objectives and suggested activities. The cassette tape is an audio version of the material in the student textbook and the video cassette is an instructional program which correlates with the student textbook.

This approach entails teaching students basic skills of interviewing (Step B: Listening, Step C: Notetaking and Step D: Taping) and of writing an organized, edited account of the interview (Step E: Transcribing, Step F: Organizing, Step G: Editing for Spelling, Step H: Editing for Vocabulary, and Step I: Editing for Usage).

The Cultural Writing Curriculum is meant to provide an interesting, effective approach to developing the writing and reading skills of your students which will be of value to your program.

For Further Reading:

Following are some suggested readings should you want more information on particular features of this curriculum.

INTERVIEWING SKILLS:

Wigginton, Eliot. Moments: The Foxfire Experience. Kennebunk, Maine: The Star Press, 1975.

Brown, K. Teaching Speaking and Listening Skills in elementary and Secondary Schools. Boston: Massachusetts Dissemination Project, 1981.

Estes, Thomas and Vaughan, Joseph. Reading and Learning in the Content Classroom(2nd ed.). Boston: Allyn & Bacon, 1985, Chpt. 1.

WRITING PROCESS:

Calkins, Lucy. The Art of Teaching Writing. Portsmouth, N.H.: Heinemann Educational Books, 1986.

Elbow, Peter. Writing with Power. New York: Oxford University Press, 1981.

Graves, Donald. Writing: Teachers and Children at Work. Portsmouth, N.H.: Heinemann Educational Books, 1983.

Hennings, Dorothy Grant. Communication in Action: Teaching the Language Arts(3rd ed.). Boston: Houghton-Mifflin, 1986, Chpt. 9.

Hoskisson, Kenneth & Tompkins, Gail. Language Arts: Content and Teaching Strategies. Columbus, Ohio: Merrill, 1987, Chpt. 6.

Moffett, James and Wagner, Betty Jane. Student Centered Language Arts and Reading, K-13: A Handbook for Teachers(3rd ed.). Boston: Houghton-Mifflin, 1983, Chpt. 15.

Step A: GETTING STARTED || Student Pages 3-5

Lesson Objectives : This lesson should:

1. develop the student's initial feeling of success about writing,
2. emphasize that writing begins with transferring thoughts to paper,
3. emphasize that writing involves communicating personal feelings about ideas and events,
4. demonstrate that writing involves making changes to what is originally written down, and
5. demonstrate that making changes to what is originally written may involve the participation of others.

Lesson Overview: This lesson is intended to give students an initial feeling of success in writing. Fundamentally writing is the recording of one's ideas and experiences. Although there are certain conventions to learn for effective written communication, the most important factor in writing is an attitude that what one says, thinks or feels can be written down and read by others. Your students may well have had some early negative experiences with writing which have blocked their desire to use this medium. This lesson is meant to begin an "unblocking" process by presenting writing in as unthreatening a manner as possible. Each student begins with his/her own experiences and must communicate that experience through writing to only one other person who probably shares similar feelings about writing. Once the student sees visible evidence that his/her ideas can be read and understood by another, the first obstacle that impedes writing development is overcome.

Suggested Teaching Ideas:

---Communicate to your students the nature of these teaching materials; that they will be undertaking a useful and exciting project in which they will talk to (or interview) a unique person and write down (or record) what that person says in a way that is easy for others to read.

---Emphasize to your students that these materials include step-by-step directions which will make it easy for them to learn how to successfully interview and record.

---Be ready to answer any of your students questions about the project as you try to allay their doubts about their abilities to complete the materials. Address some of their negative feelings about writing and tell them that these materials will provide them with a chance to become more confident about their writing abilities.

---Talk to your students and elicit from them some unusual experiences they have had in their lives. Tell them that each will be writing about an experience which will be read by one other class member.

---Communicate to your students that writing is essentially writing down what one thinks or says.

---Communicate to your students that effective writing involves a series of steps through which the written communication becomes easier for others to read and understand.

---Explain to your students that for the first step, they need not be concerned with spelling words correctly, but should try to get their ideas down on paper.

---To provide a visual model of this lesson's main points, create a transparency on which you have written about an experience that has happened to you. Number the order of the events of this experience and intentionally omit one event so your students can see how you can add it later through use of an arrow.

---Have your students follow the directions given in this lesson and be ready to help those who have difficulty getting started. In some cases, you might have a student dictate to you the beginning of an experience as you write down what he/she says. After a couple of sentences, the student should be ready to continue on his/her own.

---When students have completed their writing, ask for some volunteers to read their experiences aloud. Sharing writing is a very infectious motivator.

---Leave your students with a positive feeling of success and with a perspective that they will learn more about effective writing during these lessons.

StepB: LISTENING		Student Pages 6-7
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Lesson Objectives: This lesson should:

1. emphasize that a good interview involves listening carefully to what another person says, and
2. emphasize the importance of learning what, how, where, when, and why about the topic of the interview.

Key Vocabulary:

vocabulary
parentheses

Lesson Overview: This lesson is intended to introduce students to the most important aspect of interviewing: Listening. Interviewing someone means careful listening to what one is told so that all relevant and important information is learned. While an interviewer is aided by his/her notes and a tape recorder, he/she should, through listening, gain the essential facts about the interviewee's topic that are usually characterized as the what, how, where, when and why questions. Consistent use of these five questions assures that the interviewer will listen for their answers and ask those omitted from the interviewee's telling. Prior to actually interviewing, students need practice in listening for answers to the five questions. This lesson is meant to give your students confidence that they can learn to use them.

Suggested Teaching Ideas:

---Communicate to your students that although they will be aided by notes and a tape recorder when they interview someone, most information will be gained through active, close listening.

---Explain to your students that there are five key words of interviewing that they should memorize: **what, how, where, when, and why.**

---As a warm-up exercise, say a few sentences aloud, and have your students identify whether you told what, how, where, when, or why in each sentence. Some sample sentences:

1. My sister rides the bus to work every morning. ---what(rides the bus), where(to work), and when(every morning).

2. Mary does not like to cook because she doesn't have time.---why(doesn't have time).

3. A carpenter learns his trade through practice and by selecting proper tools. ---how(through practice and by selecting proper tools).

4. Mr. Arthur stopped working three years ago because his company laid him off. ---when(three years ago), and why(his company laid him off).

---Have your students follow the directions given in this lesson and be ready to help when necessary.

---Ask your students to volunteer to read what they found out. Be very encouraging when your students show that they have gained information from using these five questions.

Step C: TAKING NOTES	Student Pages 8-11
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Lesson Objectives: This lesson should:

1. develop notetaking skills,
2. develop the concept that notetaking is an element of effective listening, and
3. develop the concept that notetaking in an interview involves writing answers to the what, how, where, when, and why questions as well as asking additional questions to clarify information.

Key Vocabulary:

notes

Lesson Overview: This lesson is intended to train your students to take notes as they read information by using the five questions (what, how, when, where, and why) learned in the last lesson. As one interviews and listens for specific information, he/she also takes notes to help remember that information. Taking good notes is a function of listening. For this lesson, the students will be able to take notes from reading, thus giving them more security in using the five questions. It is helpful to organize the five questions prior to the reading (or listening) by listing them in a vertical format in a notebook or sheet of paper. Of course, not all important information on a topic is learned through the five questions. Your students must also learn to use their good judgment as they think of additional information they'd like to know after finding answers to the five questions. This lesson is meant to increase their awareness of this aspect of gaining information.

Suggested Teaching Ideas:

---Communicate to your students that effective listening in an interview is supplemented by good notetaking.

---Teach your students to preorganize their notes by writing down the five words **what, how, where, when** and **why** in a column format with spaces between words. You might demonstrate such a format by creating a transparency to use on an overhead projector.

----Have your students follow the directions given in this lesson and be ready to help when necessary.

---Review your students' notes by leading a class discussion in which students share what they wrote down next to each of the five words. Emphasize that notetaking means writing down important words and phrases rather than transcribing every word of a communication.

---You might choose to follow-up this practice, by reading "Jack's Hobby" aloud and having your students follow the same procedure as when they read it. This will afford them some practice in listening to a topic with which they have already gained familiarity, a reassurance helpful to feelings of accomplishment.

---As the next lesson involves the use of a tape recorder, share some ideas about obtaining a tape recorder and a cassette tape.

Lesson Objectives: This lesson should:

1. provide students with the opportunity to learn and practice the various functions of a tape recorder, and
2. provide students with an opportunity to practice the skills of listening, notetaking, and taping in a first interview.

Key Vocabulary:

tape recorder
play
record
rewind
fast
forward
stop
eject
pause

Lesson Overview: This lesson is intended to give students practice in coordinating the three tools of interviewing: Listening, notetaking, and taping. Most of your students will be familiar with tape recorders and may have taped music from time to time. Nevertheless, you will need to reinforce their knowledge by reviewing (or in some cases introducing) the basic functions of a tape recorder. Your students will want to feel comfortable especially with the pause switch, in case their interview is interrupted for a short amount of time. In this lesson, your students will be instructed to actually find someone to interview in order to practice listening, notetaking, and taping. As this is their first interview outside of class, they should choose someone to interview who is a close friend or family member. They should know that this first interview is for practice, and that mistakes are sometimes made in practice.

Suggested Teaching Ideas:

--- Remind your students that they have learned to use two tools of interviewing: Their own listening and their notetaking. Tell them that the third tool of interviewing is the tape recorder which will help them gain information that they miss through listening and notetaking.

--- Have your students follow the directions given in this lesson on the use of the tape recorder and be ready to help when necessary. Be sure they know how to use the pause control.

---Ask your students to conduct a practice interview so that they can coordinate their developing skills of listening, notetaking and taping. Encourage them to choose a relative or close friend for the practice interview and that when they return from the task you will review their interviews with them. Emphasize that this first interview is a practice one and assure them that they can have more time for such practice if they need it.

Lesson Objectives : This lesson should:

1. develop the ability to transcribe important information from notes and tape to writing, and
2. develop the understanding that the first step in organizing one's writing is deciding the order in which information will be presented.

Key Vocabulary:

transcribe
organize

Lesson Overview: This lesson is intended to train your students to begin the process of transcribing information gained through their practice interview in what essentially amounts to a first draft. You will need to spend time with individual students who might find it difficult to integrate information into a workable format from reviewing their notes and listening to their tapes. Organizing from notes is a synthesis skill, in which one makes judgments as to the order of presentation of information for most effective communication. Your students have already practiced ordering information (Step A: Getting Started) and in this case will be able to refer to the pre-organization of their notes (what, how, where, when, and why). Additionally, your students will be aided by having taped the interview, which will allow them to clarify any points not made clear by their notetaking.

Suggested Teaching Ideas:

---Begin by having your students share their experiences with the practice interview. Try to mollify any problems students may have encountered by reemphasizing that the interview was a first try and that some may wish to try another practice interview.

---Communicate to your students that they will now be using two of the three tools of interviewing (notetaking and taping) to write down what they learned in a way others can read. Remind them of the process they used in Step A (Getting started). Some of your students actually may need to review this writing.

---An alternative teaching idea is to use one student's notes and tape as an example for others to follow. You would need to choose a student who is self-confident enough to allow his/her notes to be open to critique. Arrange to get the student's notes prior to this class and make a transparency from them. Then, by use of the overhead projector, model the transcribing process by following the directions given in this step. This approach serves to facilitate the ease in which your students will complete this lesson.

---Have your students follow the directions given in this lesson. Some of your students may need help in making priority decisions. While helping, assure them that they are able to make such decisions and that the next step will help them make the best decisions.

---Remind your students that transcribing is the first step in organizing information for others to read and that subsequent steps will involve working on sentence structure, spelling, and word choice.

Lesson Objectives : This lesson should:

1. develop the understanding that organizing writing involves ordering information in a logical sequence, and
2. emphasize that writing can be organized by following guidelines written as a series of six questions.

Key Vocabulary:

subject
title

Lesson Overview: This lesson is intended to develop your students' ability to organize information in what essentially amounts to a second draft. Your students' first draft was completed in the preceding step (Transcribing). Now your students need to organize the information transcribed in a more coherent manner. Coherence is that quality of writing in which ideas are strung together in a logical, flowing sequence. This lesson involves the use of six questions which serve as a guideline to aid your students in this process. Subsequent lessons will deal with the editing concerns of spelling, vocabulary and usage. Your students will complete, with your help, an example of a writing which needs to be organized (this step's first two directions) and then will follow the same process in organizing the information gained in their practice interview(third direction) and in their earlier writing (fourth direction).

Suggested Teaching Ideas:

---Emphasize to your students that effective written communication entails information presented in a way that others can easily follow. Tell them that the word for this is organization and that this step will teach them how to organize what they transcribed in the last step.

---Have your students follow the **first two directions** given in this lesson (Susan's Writing) independently or complete them through a group discussion format.

---Review the six questions with the students. You might prepare an overhead transparency in which the six questions are written to facilitate the review. You might also prepare handouts which list the six questions that your students can keep with them.

---Have your students follow the **third direction** in this step in which they use the six questions as a guideline in organizing their own writing from the previous step (Transcribing). Give individual help where needed.

---Give your students more practice in organizing information by having them follow the **fourth direction** in this step. Here they organize what they wrote in Step A (Getting Started).

---Remind your students that, while they have learned to organize their writing, effective written communication involves "cleaning up" or editing writing by attending to spelling, vocabulary use, and usage and that the next three steps will teach them good editing strategies.

---As the next step involves the use of a dictionary, you might discuss purchasing a pocket dictionary with your students.

Lesson Objectives: This lesson should:

1. emphasize that editing writing involves spelling all words correctly,
2. develop the ability to identify words possibly misspelled in writing,
3. develop the ability to effectively use the dictionary, and
4. develop an understanding of the dictionary terms entry words and key words.

Key Vocabulary:

edit
dictionary
entry word
key word

Lesson Overview: This lesson is intended to teach your students to edit their writing for correct spelling. Editing for spelling involves two competencies: the ability to identify words in writing which might be misspelled and the ability to check spelling by using a dictionary. This step develops both competencies. Some of your students may be very unsure of their spelling and will identify several or many words that are spelled correctly. You will want to communicate to these students that it is better to check any words of which spelling they are unsure, than to miss some words through oversight. Some of your students may never have learned how to use a dictionary. You will want to encourage its use as an indispensable tool for writing. The first direction in this step teaches your students some basic principles of using a dictionary. Your students will complete, with your help, an example of a writing which needs to be edited (this step's second and third directions) and then will follow the same process in editing the information gained in their practice interview (fourth direction) and in their earlier writing (fifth direction).

Suggested Teaching Ideas:

---Emphasize to your students that they have learned a good deal about organizing their writing and that the next three steps will help make their writing even clearer by teaching them some editing skills. Explain the concept of editing to them and that this step focuses on one aspect of editing: spelling.

---Prepare an overhead transparency of a sample dictionary page and teach the term key words. To aid in their understanding of key words, write some words on the chalkboard. Show them how they can tell whether or not the words appear on the sample page.

---Using the same overhead, teach the term entry word. To aid in their understanding of entry word, explain, from the overhead sample, how each entry word is followed by its pronunciation, grammatical function, definition and, when appropriate, synonyms.

---Have your students follow the directions given in this lesson and be ready to help those who have difficulty.

Step H: EDITING FOR VOCABULARY || Student Pages 31-36

Lesson Objectives: This lesson should:

1. emphasize that writing involves the use of clearly communicated and interesting language,
2. develop the ability to identify and change unclear language, and
3. develop the ability to effectively use a thesaurus.

Key Vocabulary:

edit
vocabulary
thesaurus
entry words

Lesson Overview: This lesson is intended to teach your students to edit their writing for vocabulary. Editing for vocabulary involves three competencies: the ability to identify words that make communication unclear, the ability to identify words used too often in a short space, and the ability to substitute more clear and varied words. This step develops all three competencies. It begins by having your students read part of an account of an actual interview. They are then to identify words which are unclear. These words may be inappropriately used (as slice), or too general (as up from the house). Some of your students may need considerable guidance to identify unclear words. Your students will then identify words that are overused. This skill initially involves counting words used repeatedly. Some of your students may be unfamiliar with a thesaurus. You will want to encourage its use as a tool in editing for vocabulary. After editing this writing sample for vocabulary, your students will follow the same process in editing the

information gained in their practice interview (fourth direction) and in their earlier writing (fifth direction).

Suggested Teaching Ideas:

---Remind your students that they have learned how to edit their writing for spelling, but must now edit for vocabulary use. Tell them that words they use must mean exactly what they want them to mean. Tell them also that one doesn't use the same words over and over again within a short space.

---To help introduce the idea of unclear words, prepare a transparency on which you have written a few unclear sentences, such as:

We spied a flock of birds over yonder.

The old man was hit by the truck and burlied into the air.

Help your students identify the unclear words and think of better words to replace them (over yonder is a vague description of location; burlied isn't a word, but an accurate word can be pinpointed through context).

---To help introduce the idea of overused words, prepare a transparency which includes a few sentences in which the word said is overused. Let your student brainstorm other words which can be substituted for said.

---Tell your students that there is a dictionary-like book called a thesaurus which will help them to locate specific words they choose to substitute for unclear or overused words.

---Have your students work in pairs and follow the directions given in this lesson and be ready to help those who have difficulty.

Lesson Objectives: This lesson should:

1. emphasize that clear writing involves the appropriate use of standard grammatical forms, and
2. develop the ability to use appropriately these standard usage forms: capital letters, periods, question marks, apostrophes, quotation marks, and commas.

Key Vocabulary:

usage
grammatical
capital letters
period
question marks
apostrophe
quotation marks
comma

Lesson Overview: This lesson is intended to help your students learn to follow some fundamental usage guidelines as they proofread their written work. While the lesson is not meant to offer in-depth instruction on grammar and usage, it should train your students to observe some elementary mechanical rules of writing. At a basic level, writing edited for usage should contain sentences which begin with capital letters and end with periods or question marks, as appropriate. Apostrophes should be used for contractions and possessive nouns and commas should be used to separate relative clauses and words in a series. Further, when dialogue is written, quotation marks should consistently be applied to show direct quotes. Your students will feel more comfortable in sharing their writing with others once they have learned to apply these few usage conventions.

Suggested Teaching Ideas:

---Review briefly the previous two editing stages: editing for spelling and editing for vocabulary. Communicate to them that the third and final editing step is editing for usage. Briefly explain that usage means the rules one follows in writing information so others can more easily read it.

---Have your students follow the first direction given in this lesson and be ready to help those who have difficulty. As an alternative, put the usage rules as given on a transparency and work through them as a group.

---Have your students rewrite their earlier writings (second and third directions) following the same format as in the practice exercises.

---Remind your students to keep the usage rules handy for referral as they edit their real interview report for usage.

Lesson Objectives : This lesson should:

1. provide ideas for possible interviewees,
2. emphasize what to communicate to the selected interviewee, and
3. emphasize sources for finding more information on topics related to the selected interviewee.

Lesson Overview: This lesson is intended to give your students who have not yet selected a person to interview some ideas of interesting occupations. You will need to help your students identify some area people who might fit the categories of occupations given in this lesson. The lesson also prepares your students for the interview by providing examples of sources for background information on the topics related to their selected interviewee. Again, you may need to provide directions on location of area libraries which are valuable assets in information search. This lesson should prepare your students for the culmination lesson, wherein they conduct their interviews.

Suggested Teaching Ideas:

---Begin by asking those students who have found persons to interview to share how they went about finding them. Try to generalize this process to others who have not yet selected an interviewee.

---Go through the occupation list with your students. Give and elicit ideas on area people who might fit into the categories listed. Tell your students to write down interview possibilities as your discussion progresses.

---Discuss with your students the process for setting up an interview: scheduling, communicating about equipment and writing the account.

---Discuss how one may find information in an encyclopedia. Photocopy a section on a craft like spinning to give your students a better concept of the type of information provided by encyclopedias. Stress to your students that they will gain better information during the interview by reading background information.

---Leave your students with the feeling that they will be successful in finding someone to interview and in conducting the interview itself.

Lesson Objectives: This lesson should:

1. develop the ability to apply skills learned in all previous steps,
2. develop the ability to conduct an actual interview, and
3. develop the ability to write an account of an actual interview.

Lesson Overview: This lesson represents the culmination of this curriculum. Your students have learned a step by step approach to conducting an interview and writing, in polished form, an account of that interview. This lesson gives your students an opportunity to blend these steps into the production of a piece of writing of which they can be proud. The lesson begins with a review of the steps your students have completed. It leads your students through the previously followed sequence of conducting an interview and then writing an organized, edited account of that interview. In this lesson, your students will have the opportunity to put this learning into practice.

Suggested Teaching Ideas:

---Communicate to your students that what they have learned in these materials will now be put into practice as they conduct a real interview. Emphasize their success with previous steps and that the interview is nothing more than doing what they have already shown they can do.

---Prepare an overhead transparency on which you place steps B through I. Briefly discuss each step, focusing on what your students learned to do in each step. Be ready to clarify any concerns your students share about this process.

---Prepare a second overhead transparency on which you place the steps in a synthesized format as follows:

Conduct the Interview

Listen, take notes and tape (what, how, where, when, why)

Write an account of the Interview

Transcribe, organize and edit (for spelling, vocabulary, and usage)

---Allow your students to see and understand the two components of interviewing: conducting the interview (and the three steps that entails) and writing an account of the interview (and the five steps that entails). This format condenses the steps into two main ones, which should serve to reassure your students that they can complete a successful interview.

---- As your students complete their written account give individual attention as needed.

---When the written accounts are completed, give your students time to share them and consider binding the accounts into book form so that students can read each others accounts. They also may be used as a model for future classes.

---The final response you'll want from your students is their feelings toward the writing and reading growth they've experienced. Leave them with a strong feeling of success and a new faith in their own abilities.